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ABSTRACT

The Peace Corps Programming and Training System (PATS) manual is designed to help field staff members of the Peace Corps train volunteers. This supplement to the PATS manual was developed to provide complementary information about key aspects of Peace Corps programming and training for education. It is intended for individuals involved in Peace Corps programming and training, such as Peace Corps staff, contractors or consultants, and staff of host country agencies. The supplement uses examples drawn from a wide variety of countries to illustrate the programming and training development process. The first section of the supplement provides an overview of Peace Corps' past, current, and potential roles in education for development and addresses how the use of PATS can enhance that role. Following this introduction, four sections provide information on program assessment, project development, training, and evaluation. (KC)

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Programming and Training for Peace Corps Education Projects

Supplement to Peace Corps Programming and Training System Manual

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Programming and Training for Peace Corps Education Projects

Supplement to Peace Corps Programming and Training System Manual

I. Introduction

Peace Corps (PC) can make substantial and lasting contributions to a host country's development through collaborative projects in Education. While the Programming and Training System (PATS) Manual has provided Peace Corps with a comprehensive approach to developing and managing effective projects across all sectors, this Supplement has been developed to provide complementary information on key aspects of Peace Corps programming and training for Education. It is intended for use by all involved in Peace Corps Education programming and training: Peace Corps staff, Peace Corps contractors or consultants, and staff of Host Country Agencies (HCAs) with which Peace Corps is working. Throughout the Supplement, real examples drawn from a wide variety of countries and Education project types are used to illustrate the programming and training development process. These examples are printed in bodlface.

This section of the Supplement provides an overview of Peace Corps' past, current, and potential role in Education for development and addresses how use of PATS can enhance that role. Following this Introduction, four sections provide sector-specific information on program assessment, project development, training, and evaluation. These sections correspond to specific sections of the PATS Manual directly.

PATS Section	**Corresponding Supplement Section**
III—Assessing the Country Program	II—Assessing the Education Sector
IV—Planning and Managing a Project	III—Project Development
V—Training	IV—Training
VI—Evaluation	V—Evaluation

For a complete discussion of all the steps involved in the above processes, the two documents should be used together.

Peace Corps' Experience in Education

Many governments consider education to be the area in which Peace Corps can be of greatest assistance. They recognize that education serves as the underpinning for nearly all development efforts, contributing to both economic and social development goals. Peace Corps has had more than 30 years' experience in sending Volunteer teachers, teacher trainers and other educators across the globe. In fact, approximately half of all 130,000+ Volunteers since 1961 have been involved in education projects. Working at a grass-roots level around the world, education Volunteers (PCVs) have reached children in preschools and primary schools; adolescents studying subjects such as English, math, and science in secondary schools; young adults in teacher training institutions and universities; those in need of special education services, whatever their stage in the education process; and host-country teachers through in-service training. Outside the school setting, they have worked with youth and adults on important vocational and personal skills, and fostered community development.

Current Peace Corps Education projects typically include one or more of the following components:

- Classroom teaching
- Teacher skill improvement
- Curriculum, materials, and facilities improvement
- Community outreach

Classroom teaching

The majority of Education Volunteers have always been, and continue to be, engaged to some extent in direct classroom teaching. Classroom teaching remains an appropriate Peace Corps contribution in settings where qualified host-country teachers are not yet available in sufficient numbers. Classroom teaching assignments also provide PCVs with the initial in-country experience needed to effectively advise teachers or develop materials and curricula during the latter stages of their tour. For teaching assignments, Peace Corps most often recruits "generalists"—individuals with a bachelor's degree, often in the subject they will teach, but with little or no prior teaching experience. The projects that employ generalist Volunteers as teachers are not necessarily, however, limited exclusively to classroom teaching. They often also include broader capacity-building components.

Teacher skill improvement

Training host-country teachers is a key capacity-building component in Peace Corps Education projects. Teacher skill improvement is implemented formally by experienced teachers assigned primarily as "teacher trainers," who work at universities or teacher training institutes and/or conduct in-service workshops. Projects that use generalist Volunteers as classroom teachers often add a focus of helping host-country counterparts through cooperative or team efforts such as sharing methodologies or collaborating on materials development. Sometimes teacher skill improvement relies on a combination of the two approaches.

Curriculum, materials, and facilities improvement

In many Peace Corps countries, there is only a brief national syllabus for courses to be taught, with no detailed curriculum, lesson plans, or teaching aids available to teachers. By building even a modest materials improvement component into a project, lesson plans and materials are developed and shared at the local level to improve educational quality. PCVs with extensive experience as education professionals assume larger roles in the curriculum development process, working in central curriculum units or teacher training institutions.

The development of libraries, resource centers, laboratories, or other educational facilities also contributes to educational improvement, and can multiply and prolong the effectiveness of PCVs' presence.

Community outreach

Volunteers are often involved, for either primary or secondary activities, in promoting and assisting greater involvement of parents or the community in education activities, including an expansion of education opportunities for preschool and disabled children, and addressing community problems and concerns through non-formal education (NFE) approaches. Volunteers also help develop groups or organizations that provide support to education through donation of their time or other resources.

Over the years, Peace Corps has learned that for Education projects to be successful, regardless of their type, the following elements must be present.

- The project corresponds to a real concern of the host country.
- The project has a clear, realistic, and ultimately achievable purpose.
- Collaboration between the HCA and Peace Corps exists at all levels.

- Volunteers benefit from qualifications and training corresponding to their assignments

The Value of PATS

The project-based PATS approach to programming and training is meant to permit Peace Corps staff, HCA officials, and consultants alike to address the above concerns, consistently developing meaningful and effective projects, through a process that—

- Identifies problems that Peace Corps, the Ministry of Education (MOE) or other HCA, and the potential beneficiaries view as a priority, that can be effectively reduced or resolved through project activity, and for which the appropriate human and material resources are available.
- Relies on full collaboration between Peace Corps and the host-country MOE or other collaborating HCA. PATS programming gives the HCA the opportunity to assume equal responsibility for project development and implementation.
- Uses a clearly linked system of purpose, goals, objectives, milestones, and tasks to assure all Volunteer activities are planned and coordinated towards the same end. PATS projects permit Volunteers to see from "day one" what they are contributing and what they will be leaving behind.
- Systematically points the way to appropriate training by linking the PCV training process to actual project tasks.
- Builds evaluation processes and indicators into the project plan itself.

Resolving Nonviable and Obsolete Education "Projects" through PATS

The Education sector presents a real challenge in terms of PATS programming: almost every country entered before PATS was instituted has had at least one long-term Education "project" employing PCVs essentially as slot-fillers. In many cases, work has continued despite minimal chances of reducing the need for dependency on Peace Corps in the foreseeable future; in other cases, Peace Corps has continued to assign teachers and other slot-filling PCVs after the need for Host Country National (HCN) teachers has been met. This lack of

progression, even in some PATS projects, can be traced to several sources: serious economic or social problems in the country, lack of host-country commitment to assuming responsibility, or simply a lack of realistic planning for sustainability and project completion.

These obsolete or nonviable projects are being dealt with through cancellation, phase-out, or redesign. Redesign is an option when the project in question could be successfully transformed through application of PATS project development standards. The redesign effort must, however, be approached with the same overall adherence to PATS as for new projects, checking assumptions carefully before moving forward. If, for example, teachers in a particular country have little motivation or incentive to develop their skills, for reasons beyond Peace Corps or perhaps even the MOE's control, they may not be receptive to teacher training interventions. In places where educators leave for higher paying jobs abroad just as soon as they are skilled, Peace Corps could end up training an endless stream of emigrants. Similarly, curriculum-related activities are worthwhile only if the materials developed will ultimately be put into use.

Non-Project Assignments

Sometimes "projects" that cannot be designed or redesigned to PATS standards are still deemed worthy of continuation. Generally, these involve a country whose economy or general state of development precludes near-term resolution of the need for foreign educators, or situations where diplomatic considerations compel the continuation of the project. In such cases, "non-project assignments" (NPAs) can be approved by the Regional Director at Peace Corps headquarters. It is important to contact the regional programming and training unit for guidance as soon as non-project assignments come under consideration.

Non-project assignments may also be useful as "seed assignments" in cases where the potential for larger interventions exists.

In both cases it is important to remember that NPAs are meant to be scheduled for a small number of PCVs (probably an input of no more than three per year), and for a brief period (no more than two generations).

New Programming Directions

By highlighting the extent to which many Peace Corps host countries have moved beyond the traditional need for teachers, the initiation of PATS programming has opened the door to a wide range of new education

programming. Teacher training and curriculum/materials development are natural progressions from straight teaching, to be sure, but other possibilities Those possibilities include the following:

- Cross-sectoral integration
- NFE-Community outreach
- Technology
- Institutional Development

Cross-sectoral Integration

Cross-sectoral integration involves combining math, science, or teaching English as a foreign language (TEFL) with content areas of local concern such as environment, health, or agriculture. This has always been done informally, but is now being integrated into projects in an organized fashion with specific results in mind. Cross-sectoral education programming in formal educational settings can also include combining vocational education and youth development in areas such as life-skills training or small enterprise development.

NFE-community outreach

NFE-community outreach involves bringing knowledge from the classroom to the community. This can mean a transfer from classroom projects to community action, such as working with students and adults in an active community education/ problem-solving mode. It might involve the content worked on in the classroom, such as health or environment issues, or other community problems. Examples include family literacy programs (where mothers learn to read in order to help their children learn), community AIDS education, and activities to preserve the natural environment.

Technology

Helping Host Country Nationals (HCNs) to make the best use of accelerating technology choices has become an important aspect of Education projects. For example, the dramatic lowering of hardware and software prices in the developing world means that computers can now be used to provide genuine development assistance. Possibilities include training managers and employees to use their hardware and software packages effectively, and more importantly, to use their computers as tools for planning and management. Training adults and students to bring computer skills to the job marketplace is another possibility.

Institutional Development

Helping government and Private Voluntary Organizations (PVOs) to achieve full effectiveness is another important feature of Education projects. PCVs can help in developing organizational capacities in personnel management and development, planning skills, fundraising, public outreach, and proposal writing, among others.

Starting the Project Development Process

This Supplement will now examine the steps involved in developing a PATS-based Education project and its related training. You may be undertaking this process for several different reasons:

- To determine if a current design is viable or has become obsolete
- To redesign or extend a current project
- To develop a new project to replace or complement current education programming
- To open up the Education sector for the Peace Corps in a new or current host country

In many cases you will already be quite familiar with the education situation in the host country, enjoy a close working relationship with the appropriate representative or representatives of the MOE or other relevant HCA, and have a clear concept of the project you want to develop. In such cases, both for new projects and for current projects, you may have already informally completed many of the following assessment and planning steps. In this case, you will need to do little more than verify, organize, and document your findings, using the next sections as a checklist.

If you are programming for new-country entry, or if you are new to the host country and/or to Peace Corps, you should find that the following guidelines, used in conjunction with the PATS Manual, provide you with the guidance you need to develop a solid PATS Education project.

It is preferable that all the programming steps be taken in conjunction with at least one representative of the Host Country Agency.

II. The Education Sector Assessment

Section III of the PATS Manual lists the following initial programming steps:

- Examine the development status of the host country.
- Update yourself on the Peace Corps country program overall.
- Develop or update the country program strategy.

This section of the Supplement will provide some key Education-specific categories and questions for those assessment steps, which include:

- Reviewing all available documentation on Education—Peace Corps, host country, and international. This might include a national Education plan, current curricula, textbooks, recent Education studies, current and past IPBS (Integrated Planning and Budget System) documents, Peace Corps Education project plans and evaluations, as well as those of other donor agencies.

- Consulting representatives of Host Country Agencies, both public and private, and other international agencies; other Peace Corps staff and PCVs; and ordinary people who are potential beneficiaries of Peace Corps assistance. In addition to Ministry of Education officials, you may want to talk to professors, teachers, school directors, and students; officials of other Ministries concerned with Education, such as Labor, Social Affairs, Health or Youth and Sports; and representatives of nongovernmental agencies working in Education, including nonschool programs.

- Observing conditions first-hand. This means, for example, visiting schools, universities, teacher training colleges or non-formal education settings; sitting in on classes; checking out facilities and materials available; and visiting students and parents at home.

- Compare and cross-check what you have read, heard, and seen, resolving or at least flagging contradictions.

As you carry out the above activities, the following indicators and questions will help flesh out your knowledge of the status of education in the host country and will provide you with some clear insights for making programming decisions.

Public/Private Support for Education

- **Literacy:** What percentage of the population, male and female, is literate? Is there a difference by generations? Does the society as a whole appear to place a high value on basic Education?

- **Financial commitment to Education:** What percentage of the national budget is spent on Education? What is the breakdown of the national Education budget (amount spent on teachers' salaries, buildings, materials, etc.)? What percentage of the Education budget comes from donors? What is it used for?

- **Priorities:** Has a priority been given to quality of teaching, curricula, facilities? Other? Do certain sections of the country have more schools? Better equipped or staffed schools?

- **School populations:** What percentage of children attend primary school? Secondary school? Higher Education? Other? What are the attrition rates at each level? What are the differences in opportunities for children from urban/rural areas?

- **Schooling alternatives:** What are further Educational options for those who drop out of school? Are there active alternate or adult Education opportunities?

- **Governmental roles in Education:** Which ministry or ministries is/are responsible for primary and secondary schools? Teacher training? Higher Education? Vocational Education? Special education? Out-of-school, distance, and/or adult Education and training? Curriculum and materials development? In-service teacher training and supervision? Testing and national examinations? Are there government-sponsored preschools?

- **Role of private schools:** Are some schools funded by local communities rather than by the MOE? What is the role of religious-affiliated schools? Are there special institutions such as English-medium schools, schools with atechnical emphasis, university prep schools?

- **Nongovernmental Organizations (NGOs) in Education:** What semi-official or private organizations are involved in Education-related activities? In what roles? Where do their resources come from? Which ones serve populations not served by the public schools or the private schools listed above?

- **Perceived problems and initiatives:** What problems have the above agencies identified as priorities? Which are they already addressing and how? Who are they working with? What are their plans for addressing these or the other problems in the future? What resources have they identified or are they currently seeking? What constraints do they perceive?

- **Donor projects underway:** Are other donor agencies involved in Education projects? What are their goals? What has been each agency's experience working in the host country?

Teacher-Related Issues

- **Composition of teaching corps:** What is the ratio of male to female teachers? Of host-country to expatriate teachers? If there are expatriate teachers, who pays for their salaries?

- **Status:** What status do teachers occupy in the culture? Do teachers enjoy high prestige or other nonfinancial rewards for their service?

- **Teacher training:** What percentage of teachers have attended universities or other teacher-training institutions? How are teachers recruited? Do teachers have the opportunity for in-service training?

- **Credentialing:** What type of credentialing system exists? Can teachers become credentialed on the job? Do credentialed teachers regularly emigrate for higher paying jobs in other countries? Do teachers receiving initial or additional credentialing regularly leave teaching for private-sector jobs?

- **Teacher shortages**: If there are teacher shortages, are these shortages due to a lack of teachers themselves, whether qualified or unqualified, or to a lack of funding? Do qualified host-country educators hesitate or refuse to work in isolated areas?

- **Teachers' salaries:** Are teachers paid on time? Do most teachers need to hold a second job to make ends meet? Is the country experiencing strikes or disruptions of the school calendar for economic reasons?

- **Motivation:** Do pay and/or status issues lead to low teacher performance, or low incentive to improve teaching skills and to design or use new curricula or materials? Do home and family responsibilities affect teachers' ability to fulfill their teaching responsibilities, or to engage in extracurricular activities such as in-

service training or materials development? Do female teachers typically take extended maternity leave?

- **Classroom Issues:** Are teachers held to a rigid curriculum/methodology? Is the system exam-driven? If so, does the curriculum correspond to the content of the examination? Does the examination system test for skills or merely rote learning? Do teachers receive adequate guidance/time to complete the curriculum? Are there teacher's guides available?

- **Teachers' organizations:** What organizations, unions, or other exist? What is their role in promoting change or improvement of working conditions? How strong is their influence on teachers?

Student- and Community-Related Issues

- **Participation of girls in schooling:** Are girls equally represented in primary, secondary, and post-secondary Education? If not, what factors inhibit their participation (religious teachings, need to help at home, pregnancies, inability to pay schooling costs for all children in family, etc.)?

- **Participation of physically, sensorially, and mentally challenged in Education:** Do societal norms allow for involvement of the handicapped in regular schooling? If not, are there any school- or home-based opportunities to obtain instruction or rehabilitation? Are there local organizations that advocate for the handicapped?

- **Parental attitudes:** How do parents view the purpose and value of Education? Are their goals for their children's Education generally in tune with reality? Do parents regularly talk to and play with small children, and provide them with the skills they will need to successfully undertake schooling? Are parents likely to be willing to get directly involved in their children's Education?

- **Financial constraints:** Must students pay fees to attend school? To take exams? To buy books, uniforms, or supplies? What kinds of sacrifices do families make to send members to school?

- **Home conditions:** Do students generally eat before they come to school? Are they required to do extensive chores before or after school? Do they have difficulty coming to school during part of the year due to heavy rains, planting and harvesting obligations, or other

constraints? Do they have to walk long distances? Can they study in their homes?

- **Community values:** Is there a tradition in the country of communities pulling together to solve problems? Do PVOs function at the local level?

- **Employment opportunities:** Does schooling prepare students directly or indirectly for employment or self-employment (including rural occupations such as farming)? Are there opportunities to learn and practice "real world" skills? Are there any formal skill-training provisions made for students who do not attend or complete secondary school? Are there areas of employment or employment skills with increasing personnel needs for which there are not currently adequate skills training programs available?

There are no "right" or "wrong" answers to these questions, no requirements that you limit your questions to those above (you may, in particular, wish to expand on more areas in which your interest is strongest), and no precise formula for determining from the information gathered whether undertaking an Education project is feasible. But by doing this background research, you can identify and begin to weigh the opportunities and constraints that Peace Corps will face in the development and implementation of various types of Education projects.

This information, when combined with overall information on the country status and the Peace Corps country program, as described in Section III of the PATS Manual, will help to set or to update your sector initiatives and priorities. Having completed your assessment, you will be ready to move on to the project planning phase.

III. Education Project Development

Once you have determined that a Peace Corps Education project fits in with the Peace Corps country and sector strategies, and with the situation in the host country, the work of actually developing a project in collaboration with the HCA begins. Section IV of the PATS Manual provides guidance in taking preliminary planning steps and in completing the project plan. Although PATS presents these steps in linear fashion, most design efforts will require regular overlap and backtracking during the process.

This section of the Supplement provides Education-specific recommendations and examples for the following key project development steps:

- Completing the Problem Analysis and Problem Statement
- Applying Peace Corps Project Criteria
- Finalizing the Project Purpose, Goals, Objectives, Milestones and Tasks
- Identifying and Securing Resources
- Site Selection, Site Surveys, and Site Development
- Volunteer Assignment Descriptions (VADs) for Education

Completing the Problem Analysis and Problem Statement

The questions you asked during your sector assessment will be of assistance in preparing the problem analysis. At this point you will want to focus more intensively on the specific problem or problems you are exploring and begin finalizing your determination of which problems lend themselves to Peace Corps intervention.

If you conducted your sector assessment in light of a current project or a project concept, you will be ready to move right into the project development steps below. However, if you are opening the Education Sector in a new or current Peace Corps country, you may now need to take some time to fully articulate the problems and potential project approaches to those problems that you have identified, developing one or more preliminary project concepts that you will refine or eliminate during each step.

For each problem and project concept still under consideration, it is necessary to prepare a problem analysis and problem statement. The problem analysis should include scope, consequences, and causes.

Scope: number of people, who is affected and where, and how measured

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EXAMPLES—
— The scope of the problem is that 48,000 secondary students in Gabon may not be realizing their full potential. In 1988, according to Ministry of Education records, only 267 students in the entire country received their baccalaureate in the math and science tracks.
— According to World Bank figures, the national literacy rate in Haiti is less than 25 percent, and declines to a mere 10 percent in rural areas. Although 70 percent of children enroll in primary school, only 30 percent of those will complete all six primary grades.
— The Hungarian Ministry for Culture and Education estimates the current need for additional English teachers at 8,000, but the Educational system produces only about 700 per year.

Consequences: effects on individuals, groups, and society as a whole

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EXAMPLES—
— The consequence is that Gabon does not yet have a sufficient pool of human resources from which future technicians, engineers, scientists, and math teachers can be drawn.
— Many Haitian students never complete first grade because they are unprepared to participate productively in schooling. Those who do complete the six grades of primary school take an average of 14 years to do so.

— Unfortunately, many students are unable to study English, the language of their choice, due to a shortage of English teachers. According to the Hungarian Ministry of Education, over 50 percent of primary schools and 30 percent of secondary schools are able to offer only Russian as a foreign language.

Causes: perceptions at all levels and relationships among causes

EXAMPLES—
— The causes for low achievement in the areas of math and science are complex but can be attributed in large part to a lack of trained math teachers in Gabon. Teachers receive little or no supervision and monitoring, and have limited access to in-service training. Classes are overcrowded and books are insufficient, leading to a reliance on rote memorization.
— Overcrowded classrooms, an insufficient number of qualified Haitian teachers, a lack of materials, a short attention span caused by poor nutrition, and a lack of adequate intellectual, physical, and social preparation for schooling contribute to this poor performance.
— At a time when resources for Education are virtually nonexistent, the interest in studying English is at its height. The abolishment of compulsory Russian from the Hungarian public school system in 1989 has allowed students to choose which language they want to study, and according to the Ministry of Culture and Education, 75 percent of them are choosing English.

These elements should then be brought together in a summary problem statement. A solid problem statement is essential to successful project design, as it will permit the entire design to flow from, and address, that problem. Here are the summary problem statements for the three problems described above.

EXAMPLES—
— Gabon suffers from a serious shortage in the number of individuals well-trained in mathematics, both causing and resulting from a lack of well-trained and supported teachers. With 48,000 students receiving inadequate mathematics Education yearly, resulting gaps in the ranks of teachers, engineers, and technicians produce a negative impact on the country's development efforts.

— Poverty in Haiti is perpetuated by difficulties in obtaining adequate Education for the majority of the country's children. Despite extensive efforts in recent years, the failure of 70 percent of all those who enroll to successfully complete primary schooling can be traced to a large extent to poor early childhood preparation for schooling, both at home and in the preschool.

— Hungary's goal to integrate into the world market as thoroughly and as quickly as possible requires the development of a large number of English speaking professionals. The Education system is able to provide English training for only a minority of interested students. The Ministry of Culture and Education estimates the need for 8,000 new English teachers, but the current system graduates only 700 new English teachers per year. The problem is most acutely felt in the smaller towns of Hungary where qualified English teachers are scarce. Students in such locations have no other recourse but to continue studying Russian, despite their preference for English.

At the same time, you need to consider whether the problem, however legitimate, is an appropriate area of concern for Peace Corps. The next step, therefore, is to examine Peace Corps project criteria to determine whether each project concept you have retained is in line with Peace Corps philosophy and resources.

Applying Peace Corps Project Criteria

In addition to studying the general considerations for applying Peace Corps project criteria outlined on pages IV–14—IV–17 of the PATS Manual, consider these Education-specific examples as you address Peace Corps project criteria. (Note that not every project must satisfy every criterion, but it is helpful to clarify why a particular criterion cannot be met.) The information you are able to provide regarding the criteria is likely to expand as you flesh out your project design. You may wish to revisit the criteria at the end of the design process.

The following are examples of the application of Peace Corps criteria to a Youth Vocational project in Western Samoa and an Early Childhood Education project in Haiti.

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Reflecting Peace Corps development philosophy and host-country need

EXAMPLES—Project increases local capacities
— Students will acquire skills necessary for technical job success and business start-up, and instructors will be able to continue teaching a new generation of students, including a new cadre of local instructors.
— PCV's efforts will be focused on enabling teachers and parents to make optimal use of their resources to enhance children's development. Children benefiting from the subsequent Educational opportunities will be better prepared to become productive citizens.

Beneficiaries are among the needy

EXAMPLES—
— The beneficiaries are youth ages 14 to 24 who have no further chances of continuing their formal Education. With a growing incidence of youth suicide and delinquency, these technical training centers provide a positive outlet for needy young people.
PCVs will work in public and private schools with the most limited resources, primarily in rural areas.

Project seeks lasting solution

EXAMPLES—
— Volunteers working as catalysts will not only share knowledge, skills, and attitudes with Samoan youth, but will work alongside counterpart trainers who will carry on the work after the individual PCV leaves.
— In targeting teacher and parent behaviors as indicators of change, this project is seeking solutions that will outlive the span of its direct intervention. Teachers and parents who have solid understanding of child development and age-appropriate learning will produce a continuing positive effect on children's lives.

Beneficiaries are part of the development process

EXAMPLES—
— Interviews with youth have shown a lack of adequate opportunity to receive Education related to employment is a large contributing factor to social problems. Teachers and administrators of agencies working with youth who will be part of this project have shaped the selection of job skills and training approaches.
— Poor rural parents have demonstrated a strong desire to obtain good Education for their children and a willingness to do what is necessary to obtain that Education, by making significant sacrifices to send the children to public or private schools. Teachers are doing their best in difficult situations and wish to improve their skills.

Project uses locally available resources

EXAMPLES—
— This project will engage in production activities commissioned by local companies such as Polynesian Airlines. Whenever possible local materials will be used. Due to the paucity of local resources and the established tradition of importation, some resources will need to be imported. These will, however, in price and accessibility, be within the range of materials available to local businesses and schools after project completion.
— This project emphasizes the creation of didactic materials from locally available resources, especially "found objects" (those that can be found in the environment and therefore cost little or nothing).

Volunteer assignments are at local levels where needs occur

EXAMPLES—
— PCVs are assigned to work directly with the students and trainers at the technical training institutes, especially those providing opportunities for young people from remote rural areas.
— Assignments will be to schools in poor rural communities that are not receiving significant outside assistance for Education.

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Volunteers do not displace qualified and available local workers

EXAMPLES—
— Due to the lack of qualified local teachers for these new centers, many PCVs will be working alongside other foreign volunteers while local students with high potential are sent abroad for training. Where local trainers are identified and hired, PCVs will participate in upgrading their skills.
— PCVs will work in schools that are already staffed with teachers. Their role as on-site teacher and parent trainers, however, would remain unfilled by Host Country Agencies due to lack of qualified personnel.

Project is complementary to other development efforts

EXAMPLES—
— This project is in line with the newly adopted Seventh Development Plan, section 5.19, "Employment creation has been identified as the chief target of economic strategy in the DP7 period..." and section 5.24, "Job opportunities for the unskilled depend on there being a complementary pool of technically and professionally skilled manpower. This pool has been deficient in the past..."
— PCVs will be working in schools funded and guided by other agencies, but which are among those benefiting only minimally from such funding or guidance. PCVs will meet with agency officials regularly to make sure the Peace Corps role continues to support the goals of those agencies.

Project has potential for replication

EXAMPLES—
— This project has potential for replication at other NGOs, such as the YMCA. Western Samoa is, however, a country with a small population, and it is not anticipated that many more NGO technical training opportunities will—or should—be organized.
— Because this project will focus almost entirely on local material and human resources its possibilities for replication are very good. Because good Education is a burning issue nationwide, its chances for replication are also very good.

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Reflecting resource availability

Types and numbers of Volunteers required reflect available applicant pool

EXAMPLES—
— Assignment Area [AA] 120, Industrial Arts (Expanded Skill Cluster), will be relatively easy to fill.
— This project can be implemented with AA 170 PCVs. VRS [Volunteer Recruitment and Selection] has verified that it expects to be able to recruit and place a full complement of Trainees.

Local Peace Corps operations have staff and resources to support project and Volunteers

EXAMPLES—
— Peace Corps has an APCD [Assistant Peace Corps Director] for Technical Projects. In addition there is a Program Assistant. The APCD/Technical Projects will have extensive site visits with all PCVs at least twice per year.
— PC/Haiti has a tradition of working in the preprimary area and a capable HCN APCD has been hired to backstop this project.

Host agencies have staff and resources to support project and Volunteers

EXAMPLES—
— Peace Corps is programming with Non-governmental Organizations that are still in the early stages of institutional development. They are currently funded by outside donors and revenues generated by work projects contracted by the training centers. The Don Bosco center is better endowed with facilities, staff, and materials than the Tuasivi center, which is actively attempting to raise funds for those purposes. It is because of their struggle for self-sufficiency that they have requested assistance from Peace Corps.
— Each participating agency has agreed to extend its regional supervisor's responsibilities to include oversight of and assistance to the PCVs and their counterparts. These supervisors will also serve as trainers at PST [Pre-Service Training] and IST [In-Service Training].

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Volunteers are provided with the training and support necessary to complete their assignments effectively

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EXAMPLES—
— Volunteers will be recruited who are proficient in specific vocational technical skills. They will be provided with language and cultural training (including a village homestay) and a technical orientation regarding work in the project. ISTs will be arranged to enhance teaching and training skills.
— Before being sent to the field, PCVs will be trained for a period of 12 weeks, divided into 6 weeks of intensive language and cross-cultural training, and 6 weeks of intensive technical training. During their two-year term, PCVs will attend various seminars organized by either PC/Haiti, their host agencies, the Ministry of Education or other institutions.

If you determine that a current Education project or the concept for a new project meets Peace Corps criteria, it is time to move forward in verifying feasibility and finalizing the project concept. This process is detailed on pages IV–18—IV–28 of the PATS Manual. Below are examples of finalized Education project concepts.

EXAMPLES—

The Youth Vocational Project has been conceived to assist Nongovernmental Organizations in Western Samoa in the provision of vocational training to youth with less than a Form 5 Education. The PCVs will provide technical guidance to both students and trainers. It is expected that out of the upper echelon of students a cadre of trainers will be created, who will then train future generations of students. While Samoan trainers are being prepared, Peace Corps Volunteers will assist not only with technical training, but also with institutional development. A cross-sectoral linkage with Small Business PCVs will lead to the development of basic business skills along with technical abilities. The plan is to request PCVs until 1995, to lead to a phase out in 1997, but progress will be evaluated before making a final decision that the project has been successfully completed.

This project will serve to assist the Hungarian Ministry of Culture and Education in improving the quantity and quality of English Education by providing 45 PCVs per year to teach English in primary and secondary schools throughout the country. Volunteers will teach English as a Foreign Language; assist English teachers to develop their ability to speak and teach English, network, and gain access to information, language teaching materials, and resources; and serve as American linguistic and cultural informants to students and colleagues. Through content-based language teaching, PCVs will introduce students to social and environmental issues, and facilitate the development of problem-solving skills necessary for dealing with these issues. Additionally, they will develop and implement English language programs for Hungarian environmentalists who need English skills to participate in international efforts to solve environmental problems.

Once the concept has been validated and finalized, the next step in the project development process is to draft the project plan, which presents the problem, project purpose, goals, objectives, milestones, and major tasks.

Finalizing the Project, Purpose, Goals, Objectives, Milestones, and Tasks (PGOMT)

In finalizing the project purpose, goals, objectives, milestones, and tasks (PGOMT), it is useful to think in terms of *outcomes* and *outputs.*

Outcomes are defined as the changes (impact) for the ultimate beneficiaries that are expected as a result of a product(s) or service(s). Purpose and goal statements will reflect outcomes, using terms like increase, decrease, or improve.

Outputs are defined as the products or services that have been created and their effects on the population targeted for intervention. Outputs are measured at the objective and milestone level, with action-oriented verbs.

Purpose

The problem statement, as we have already seen, outlines the problem, its scope, consequences, and causes. The project purpose you develop should represent a full or partial reversal of the problem statement, to which this project is contributing. It describes a desired change in the human or environmental condition that the project will address. Here are two of the problem statements previously presented, each followed by the resulting project purpose.

EXAMPLE 1—

Problem: Poverty in Haiti is perpetuated by difficulties in obtaining adequate Education for the majority of the country's children. Despite extensive efforts in recent years, the failure of 70 percent of all those who enroll to successfully complete primary schooling can be traced to a large extent to poor early childhood preparation for schooling, both at home and in the preschool.

Purpose: To increase the percentage of poor Haitian children encountering scholastic success at the primary level, by ensuring the provision of adequate early childhood preparation in the pre-school and in the home.

EXAMPLE 2—

Problem: Gabon suffers from a serious shortage in the number of individuals well-trained in mathematics, both causing and resulting from a lack of well-trained and supported teachers. With 48,000 students receiving inadequate mathematics Education yearly, resulting gaps in the ranks of teachers, engineers, and technicians produce a negative impact on the country's development efforts.

Purpose: To increase the number of Gabonese technical professionals who can apply their skills to their country's development as engineers, technicians, and math teachers, through enhancement of the skill levels of current mathematics teachers, and an improvement of the relevance of mathematics Education offered.

Goals, objectives, milestones, and tasks

The goals, objectives, milestones and tasks break down the project's contribution to the purpose into manageable parts that are measurable and time-specific.

Goals

- are overall statements of what is to be achieved within a specific time frame
- describe how beneficiaries will be affected
- define results and changes for the end of the project
- address both production and capacity-building issues

Objectives

- are the final results of project activities that together achieve the goal(s)
- describe more specifically *what* is to be achieved within a specific time frame
- describe the products and/or services to be created

- define results and changes by major time frames (such as project years)
- can be both production and capacity related

Milestones

- are short-term indicators of progress toward accomplishing objectives
- explain *what* is to be accomplished *when*
- use active verbs
- link objectives to Volunteer tasks

Tasks

- are the specific activities Volunteers must undertake
- explain *how* the Volunteers accomplish milestones and objectives and contribute to goals

Here are examples of some individual Education goals, objectives, milestones, and tasks for Peace Corps Education projects. (Note that in the full project plan each goal has other objectives, each objective additional milestones, etc.)

EXAMPLES—Goals

By the end of 1997, 10 Western Samoan vocational trainers will demonstrate mastery of effective skills for job-related training by consistently presenting classes that 1) promote student production of professional-quality products, and 2) integrate small-business training appropriate to student skills and opportunities.

Over a six-year period, by 1998, a total of 75 officials belonging to 15 environmental NGOs will have developed their reading, speaking, and writing skills in English to a level permitting them to undertake full professional participation in international environmental activities.

EXAMPLES—Objectives

By the end of 1995 a formal small-business training component will be in place as part of the official curriculum at all participating technical training centers.

By the end of year six, 65 of the 75 environmental experts will demonstrate the ability to furnish in English a written or oral research presentation suitable for the international community.

EXAMPLES—Milestones

By the end of 1993, a pilot small-business training module will have been drafted.

By the end of year two, 15 intensive weekend English workshops will have been conducted for 75 environmental specialists.

EXAMPLES—Tasks

PCVs will inventory the extent to which small-business skills are currently included in the technical training center curricula.

PCVs will gather English-language environmental materials suitable for use with adult students.

An example of a full PGOMT, taken from an Early Childhood Education project in Paraguay, is appended to this document.

Identifying and Securing Resources

Your Education project will require both human and material resources. Below are issues to consider when selecting the appropriate resources. It is important to confirm availability of expected resources, and to obtain firm commitments for these resources at the earliest possible date. Needed resources and anticipated sources/timing should become part of the project plan. Read pages IV–55—IV–59 of the PATS Manual for general guidelines on this topic.

Human resources

Volunteers

The selection of the appropriate Assignment Areas (AAs) is essential to project success. Use the *Trends Analysis* to inform yourself about the availability of particular AAs and skill cluster components, and if necessary contact the office of Volunteer Recruitment and Selection (VRS) through the Country Desk Unit in order to obtain more specific or up-to-date information. Then, weigh optimal needs against realistic recruitment chances and adjust the project design accordingly. Keep in mind the following:

- Volunteers with teaching credentials and/or experience are more difficult to recruit than Volunteers without them. If Volunteers will be working in resource-poor, ill-equipped schools with host-country teachers who lack qualifications, the "B.A. generalist" Volunteers may actually be more flexible and creative than teachers experienced in US classrooms.

- Most educators join Peace Corps at the beginning or at the end of their careers. For this reason, requiring teaching experience will usually considerably raise the average age of the Volunteers. In countries that restrict older PCVs because of a mandatory local retirement age or because of rigorous health and living conditions, this can be a significant issue for programming.

- Often HCAs request higher-level credentials than are actually necessary for the Volunteers' assignments. Overstating the qualifications that are needed may result in a low fill for the Trainee Request, or may result in Volunteer dissatisfaction if higher skills are requested than are actually needed at the site and the highly qualified Volunteers feel that their skills are not used.

- In project concepts requiring experienced educators, it may be possible to "cluster" experienced "scarce skill" educators with groups of generalists to form an effective team effort.

- You can expand chances of a successful request by expanding the AAs to include, for example, expressing a willingness to accept certain life experience (such as leading a youth group or working at a summer camp as a substitute for teaching experience) or an alternate Educational background (advanced degree in US history rather than in English to serve as a university English teacher) in addition to the standard AA skill cluster requirements.

- You can benefit from knowledge of the qualifications selected for, and subsequent results obtained by, similar Education projects. VRS, regional programming and training units, and the Office of Training and Program Support (OTAPS) Education Sector Specialists can help in this regard.

Counterparts

Host-country counterparts are also important elements of a project, playing a major role in successful capacity building. Ideally, each PCV should have a counterpart, who holds the same job or performs similar functions. For example, if there is at least one other teacher at a school in a PCV's subject area, the Volunteer and host-country teacher may be expected to participate jointly in

project objectives. It is important for the counterpart role to be seen as a reward rather than a punishment. All too often, the weakest individuals, or the least motivated, are assigned to a PCV for what is viewed as remedial help. Instead, having a PCV colleague should be a plum for the best and brightest. They will work with the PCV in implementing the project, and in turn will serve as a motivation and resource for others.

In many countries, Peace Corps Education PCVs are present in part due to a shortage of educators, however, and the concept of counterparts may have to be interpreted broadly. For example, if there are really no host-country teachers at the level the Volunteers are working, there can be some structured way for the Volunteers to interact with host-country teachers at another level or work with other educators such as regional officials. In other cases, PCVs might have parents or community members as their counterparts. If no regular counterparts of any sort are available, you may need to re-examine whether the project is really viable under the PATS criteria.

Supervisors

Supervisors such as school directors or regional Education officers are also key participants in Peace Corps Education projects, because they determine details of PCVs' final responsibilities and provide them with day-to-day guidance. It is therefore important to identify supervisors who are both willing and able to provide guidance. A typical problem that arises in Education projects is a supervisor's expectation that a PCV devote full time to teaching, especially to pitch in for absent teachers, when the project plan calls for the PCV to devote significant time to other activities such as conducting teacher training workshops. Another problem is the nonavailability of supervisors for Volunteer guidance, despite such assurances at the time of project design. Such problems can be largely headed off by articulating criteria for supervisors at this point and following through during the site selection process, by involving potential supervisors in finalization of project design, and by holding regular meetings or conferences with supervisors.

Material and financial resources

Since Peace Corps provides primarily human resources, the issue of material and financial resources is critical and must be dealt with up front. The HCA must understand Peace Corps' limitations, and the project plan must reflect those realities. If collaborating agencies are involved in providing these resources, a formal commitment should be requested before moving ahead with the project.

Facilities and equipment

Some project concepts depend heavily on the provision of material support. In Education projects such support might include laboratories or books. If this is the case, be sure the HCA or a collaborating donor agency has the necessary resources to provide the support. If extensive training of Host Country Nationals is to be implemented as part of the project, it is important to identify in advance a facility or facilities that will be available on a dependable schedule.

Housing and allowances

In most PC projects responsibility for housing is assigned to the HCA. In countries with greater resources, the HCA may also provide monthly stipends for the PCVs. Experience has shown that it is better to arrange for all HCA cash contributions for PCVs, such as rent or living allowances, to be channeled through the Peace Corps office so that the PCV can maintain a strictly professional relationship with his or her supervisor.

Transportation

Projects that include community outreach or In-Service Training components often require some travel by the Volunteers. If the project has such components, sites should be chosen with travel time and means of transportation in mind. Because Peace Corps generally does not provide any means of transportation other than a bicycle, any transportation requirements beyond foot, bike, or public transportation need to be provided by the HCA or collaborating agency. Arrangements for such funding and/or reimbursement need to be carefully spelled out and channeled through the Peace Corps office. Finally, care should be taken that PCVs not receive means of, transportation that are not available to their counterparts, since this could unduly limit the collaboration between the two or cause resentment.

Training funds

Categories of funds necessary for training PCVs and/or counterparts include trainers, training sites, materials, transportation, lodging, and food. Some funds are provided by the Peace Corps country office, others by the HCA and still others may be provided by Peace Corps/Washington and collaborating agencies or organizations.

Site Selection, Site Surveys, and Site Development

Site surveys give you the opportunity to identify the most appropriate placements for Volunteers in terms of both working and living conditions. The survey process is also your opportunity to communicate the goals of Peace Corps and the project and ensure that professional and personal support will be available to the new PCV. The HCA should play an active role in this process. In some cases the HCA simply provides a list of recommended sites for Peace Corps review. In other cases the HCA first solicits expressions of interest from potential supervisors by letter, phone, or in a meeting. If an HCA representative cannot accompany you on your site visits, ask for a letter of introduction to take with you as you visit potential sites.

If you have many potential sites to select from, you may want to send an application form to prospective sites prior to a site visit, with a letter of introduction. Select 25 to 30 percent more sites to visit than your expected Trainee Input, and make the final selection from those visits. Before your visit to the site, write a letter to the potential supervisor explaining the purpose of your visit and listing the general topics you would like to discuss in your meeting. Ask that other personnel who may be interacting with the PCV as counterparts, colleagues, or supervisors (e.g., other teachers of the same subject as the PCV) be invited to the meeting. If appropriate, let the supervisor know you would like to visit the proposed Volunteer accommodations. When you visit the school, bring an information sheet or brief document covering the most important information you plan to communicate in person. This written information will provide the opportunity for all concerned to revisit the information whenever necessary.

In addition, be sure during site visits to make courtesy visits to other local officials who, while not necessarily directly involved in PCV work, may be offended if ignored, possibly resulting in future difficulties.

The site survey/report should contain general site information such as community interest in and commitment to the project, as well as available accommodations and other information related to Volunteer living. These questions are detailed in the PATS Manual, pages IV–61—IV–66.

When reporting on a school, the general site information outlined in the PATS Manual should be expanded to include information about the school's relationship to the broader Education region, type of school (public, private, etc.) if relevant, names of responsible administrators, number of students and teachers, teacher turnover rates, teacher qualifications, number and types of other schools in the area, other expatriate teachers, and subjects offered.

In some situations the programmer and/or APCD will not have the luxury of individual site selection. This situation could result from a lack of time, physical impossibility of visits, or an HCA decision, for whatever reasons, to select all or some of the sites without PC participation. In the face of the latter reality, it is worthwhile to keep pitching the importance of site visits to the agency counterpart, and to keep extra-detailed documentation of each relevant site's appropriateness through both PCV progress reports and APCD site visit reports. At the least, this effort may prevent sending a second PCV to an inappropriate site and the documentation may convince the HCA to adopt the site visit system. Site surveys need to be established for each Trainee Input, including the revisiting of current sites. In deciding whether or not to reuse a site, rely on input from current and past PCVs at the site and APCD site visit reports. It is essential to resolve with the HCA any serious issues identified that could jeopardize the personal or professional well-being of PCVs at a particular site.

Here is the outline of the topics covered on site-development visits for a secondary TEFL project in Hungary.

Sample Site Visit Topics: Secondary Schols, Hungary

Outline Purpose of Visit

- To provide information about Peace Corps
- To discuss the Volunteer's role and assignment
- To assess the school's needs
- To describe the application process
- To visit Volunteer accommodations

Provide Peace Corps information

- Peace Corps background and three goals
- Programs worldwide and in Central and Eastern Europe
- Agreement with host country
- Project goals and objectives

Discuss Volunteer Roles and Responsibilities

- Schedule: 18 hours/week teaching during first term, no more than 15 thereafter
- School needs
- Summer projects
- Outreach programs

HCN Roles and Responsibilities

- Supervisor
- Counterpart(s)

Peace Corps Rules

- Volunteers work for stipend only and may not accept private work for pay
- No motor vehicles allowed
- Vacation and absence policy

Volunteer Assignment Descriptions (VADs) for Education

TThe VAD for an Education assignment should present in a realistic fashion both the job to be undertaken and the lifestyle the PCV can expect to lead. It is especially important to stress the level of professionalism required of Education Volunteers in their appearance and behavior. Specifically, the following should be addressed in the VAD:

- Role in the project
- Assignment description
- Dress and behavior requirements
- Suggested materials to bring

Role in the project

Describe how the Volunteers are part of a long-term effort to address a problem, and where their efforts will fit into the project plan.

EXAMPLE—A major problem today is the growing number of youth without jobs. The Educational system, which is heavily weighted to academic achievement, has not catered to the special needs of these youths. Consequently, drug abuse is on the increase and the suicide rate ranks as one of the highest in the world. Alternatives must be found to equip youth to make informed decisions and lead productive lives. You are being requested by the Don Bosco Technical and Youth Center to serve within a program that addresses these problems through vocational and life-skills training [Western Samoa].

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Assignment description

Be as specific as you can. Provide information, for example, about class size, number of hours, resources available, and style of teaching expected.

EXAMPLES—

You will be entirely responsible for your teaching: you will develop schemes of work, write lesson plans, conduct classes, set and create homework and examinations, assist students outside of class and award marks. Although you will receive little assistance, you will be held accountable by your students and your headmaster/mistress for your coverage of the required syllabus [Ghana].

Under the direct supervision of the school principal you will teach between 14 and 24 hours per week to classes with an average of 40 students, between 12 and 25 years of age. As students usually do not have textbooks and school resources are quite poor, you will have to rely on your own imagination and ingenuity to provide your students with a quality Education [Gabon].

In your English language classes you will introduce communicative methodology as you integrate relevant content such as environmental issues, and compare American and Turkmen culture and civilization. Class activities will be designed to facilitate the development of critical thinking, problem-solving, and decision-making skills [Turkmenistan].

Dress and behavior requirements

In many countries, male teachers are required to wear jackets and ties to work and female teachers must wear dresses. In some countries women need to cover their hair and men are not permitted to have long hair or beards. In many countries, Education PCVs must be willing to abide by stringent restrictions on their after-hours behavior that are stricter than those for other PCVs, or even for their host-country counterparts. These requirements and restrictions should be spelled out in the VAD.

EXAMPLES—

The respect you earn from your school and the community will also be influenced by the way in which you dress. Teachers are expected to wear clean, well-pressed conservative clothing both at school and in the community [Ghana].

Sexual mores are very conservative and very strict, and you are expected to respect them. Gay and lesbian Returned Peace Corps Volunteers (RPCVs) have reported that they were not able to be open about their sexuality. Homosexuality is against the law and is punishable by imprisonment or deportation [Kenya].

Suggested materials to bring

If particular reference materials are needed, specify this in the VAD. For example, a dictionary, an English grammar, a microscope, etc., may be important "tools of the trade" for teachers. In addition, PCVs are often asked to talk about US culture and institutions. If this is the case in the host country, use the VAD to suggest appropriate resources for the Volunteers to bring.

EXAMPLE—A good dictionary and grammar book will be useful reference materials for you to bring. A cassette player and audio tapes will also be helpful, and we encourage you to collect environmental teaching resources and materials before you leave the United States [Turkmenistan].

A Final Note on Programming

Once again, it is important to keep in mind that the various steps of the project development process do not necessarily follow a linear path. Conducting a few early site surveys, for example, will help to define realistic project goals and objectives, just as it may be necessary to revisit the initial design when recruitment constraints are explored. This back and forth movement is normal and beneficial.

IV. Training

Linking Programming and Training

Although the "P" of PATS tends to receive more attention than the "T," the two are closely intertwined: well-developed programming points the way to effective training design, and well-designed and implemented training points the way to project success. In Education projects, training assumes an added importance, since the training can and should serve as a model for the PCVs as educators.

The training strategy should evolve from your programming. During the programming phase you specified project milestones and identified the tasks that the Volunteers will undertake in order to accomplish those milestones. The training program should give the Trainees the skills they need for those tasks.

Coordinate your plans with others involved, both Peace Corps and HCA staff, to develop training that fits within the overall country approach. Training for Education projects must address some specific problems and issues. For example, many Trainees for Education projects have never taught before. Pre-Service Training (PST) must provide the skills and experience to prepare these generalists to be credible and confident educators. In addition, Education Volunteers do not always clearly see the contribution they are making to a country's development. Sessions that focus on the role of Education in development, whether in PST or in ISTs, are important to motivate Trainees and to reinforce the importance of project tasks.

This section provides an overview of training standards, examples of training designs and competencies, and guidelines for developing various training components. Specific recommendations or examples are provided on the following topics:

- Standards for the Education Training Strategy
- The PST for Education, including: Competencies for Education Volunteers, Behavioral Objectives, and the Model School
- The Technical IST

Before using this section, refer to the Peace Corps training philosophy and training goals in Section V of the PATS Manual and to the Training Supplement.

Standards for the Education Training Strategy

Use PST and ISTs to model good Education practices

While all Peace Corps training should be based on the principles of adult Education (andragogy), it is particularly important for Education Trainees to learn through processes that they can adapt for their own assignments as educators.

Adult Education Principles

- Adults want to be treated with respect and recognition.
- Adults want practical approaches to real problems.
- Adults can reflect on and analyze their own experience.
- Different adults have different learning styles.
- Adults can be motivated by the possibility of fulfilling their personal needs and aspirations.
- Adults need the support of their peers in their learning.
- Adults need to communicate their feelings in culturally appropriate ways.
- Adults are capable of making their own decisions and taking care of their own development.

Source: Peace Corps Non-Formal Education Manual, M0042.

Draw on existing training resources

Many resources for training Education PCVs are available from Peace Corps, and taking advantage of them can help to avoid duplication of effort. First, it is useful to consult the country's previous training designs for content and approach that may still be valid. Second, there are numerous training resources available through Information Collection and Exchange (ICE) at Peace Corps/Washington and through the OTAPS Education Sector. Full-fledged

training modules exist for teacher trainers and for non-formal Education approaches. These materials and many others can be obtained by contacting ICE and Sector Specialists for the latest listings.

Include host-country representatives, supervisors, and counterparts

Just as host-country involvement in program development is necessary, the contribution of the HCA, supervisors, and counterparts in both developing and implementing the training is crucial. Invite host-country educators to make presentations and participate in panel discussions on some of the training topics related to the country's Education system, or even to provide model classes. Provide opportunities during PST for structured meetings with counterparts, where the Trainees and the counterparts share their expectations for the Volunteers' work. Hold a meeting between supervisors and Trainees at the end of PST to clarify roles and responsibilities. During ISTs, hold meetings for PCVs, counterparts, and supervisors to discuss progress and problems.

Draw on the knowledge and skills of experienced PCVs

Experienced PCVs can enhance training by providing insights into the realities of Volunteer life and work. They can advise on what should have been added to or eliminated from their own training and can serve as co-trainers, providing the point of view of someone who has "been there."

Integrate training components

Link language training with technical training by introducing the Educational context into language training sessions. Language training competencies should, in fact, address the range of Volunteers' professional needs. For example, Trainees should also get practice in presenting themselves to authorities, conducting administrative tasks and interacting with colleagues. Here are just a few examples:

- Teacher trainers might practice giving a feedback session in the target language.

- Future science and math teachers who have to teach in French might listen to local teachers give a lecture, and then play students in a question-answer session.
- Future Volunteers who will be working with adults in the community might practice facilitation skills in the target language.

Integrate the project plan into the training

Good training should be clearly linked to the programming it is meant to support. Giving Trainees a picture of their role in meeting project objectives will motivate their participation in training activities. During PST share the project plan with Trainees, especially the goals, objectives, and milestones. Focus on the milestones that they will contribute to achieving, and discuss the tasks they are expected to perform to accomplish those milestones. Review the monitoring plan, especially Volunteer reporting requirements, since these reports will be a key element of project monitoring. Use ISTs to "check in" on progress towards project milestones and objectives.

A three-session *PATS PST Module* that introduces PATS, the project plan and PCV roles/responsibilities is available.

View training as a continuum

Link all phases of training by building basic skills during PST and identifying additional skills Volunteers will need in their assignments that can be developed during ISTs. For example, if the Volunteers are expected to train host-country teachers, in PST they could learn to conduct a needs assessment and during their first semester they could gather baseline data about their sites and teachers' needs. Then a technical IST during the semester break could prepare them to actually conduct workshops for their counterparts.

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and teachers' needs. Then a technical IST during the semester break could prepare them to actually conduct workshops for their counterparts.

Build appropriate evaluation tools into the training design

Effective evaluation of training will permit you to know if you have achieved your training goals and objectives, and to revise the same training for future groups or to plan future training for the same group. More on this subject is included in Section IV, Evaluation.

The PST for Education

Timing

PSTs for Education range from 6 to 12 weeks, depending on the country and language to be learned. A 12-week technical PST for future teachers (which also includes intensive language, cross-cultural, and other components) might be divided as follows:

EXAMPLE—

Weeks 1–5	**An intensive focus on language and cross-cultural training, with at least an hour per day of technical training. Technical sessions include speakers and panels on the host-country Education system, information on teaching and learning, expectations and management strategies related to Education, and sharing of the project plan. Observation of experienced HCN and PCV teachers. A visit to the prospective site if appropriate.**
Weeks 6–8	**Intensive technical sessions with demonstration lessons by experienced teachers. Begin preparation of lessons/units for Model School.**
Weeks 8–10	**Model School. Assessment of students, practice teaching, and feedback.**
Weeks 11–12	**Processing of the Model School experience, goal setting and preparing for first week of teaching, additional technical sessions as needed, and structured interaction with counterparts and supervisors.**

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Content

The typical PST for future Education PCVs covers the following important areas:

- Understanding of Education as a tool for development
- Information about the host-country Education system, including influences, priorities, and impact, and comparison with the American Education system
- Knowledge of pedagogy and/or andragogy as they relate to the PCV's assignment
- Knowledge of curriculum and lesson/session planning
- Information about the project and working with counterparts or colleagues to accomplish project milestones and objectives
- Opportunities for observation, discussion, and practice, including practice teaching or training sessions
- Opportunities to plan for project activities and prepare appropriate materials
- Opportunities for self-assessment of skills during all phases and setting of individual learning goals

Competencies for Education Volunteers

Competencies are statements of what the Trainees will be able to do at the end of the training, permitting them to successfully undertake their job. Defining the competencies guides the design and evaluation of the training sessions and activities. Following are three sample sets of PST training competencies for Education: one for an Early Childhood Education project in Haiti, one for secondary Education in Botswana, and a generic set of TEFL competencies.

Sample PST Competencies for
Early Childhood Education/Teacher Training

At the end of the Pre-Service Training, the Trainees will be able to

- Articulate the rationale for and content of the pre-primary project and present plans for monitoring progress towards appropriate milestones, including models for tracking student, teacher, and parent progress.
- Describe the Haitian Educational system, family life, and child-rearing beliefs and practices, compare them to the US and explain how all the above affect the PCV's role in the project.
- Present strategies for working with parents individually and in groups to increase their knowledge of, and involvement in, appropriate child-development practices, including a practice parental consultation conducted in Creole.
- Discuss strategies for classroom management with large classes, especially within the Haitian context that generally encourages corporal punishment
- Discuss the goals and objectives of the specific curriculum they are to work with, how that curriculum is deviated from, and identify possible reasons for the deviation.
- Present strategies for overcoming the stumbling blocks that now exist to using the curricula.
- Create pedagogical materials using local "found objects," and show others how to recognize and use these objects.
- Tell age-appropriate local stories, sing songs, and play games, all in Creole.
- Present plans for observing classes and demonstrate effective feedback techniques.
- Present a demonstration class using their organization's curriculum, local materials, and a student-centered methodology.
- Present a practice training session with a counterpart teacher, conducted in Creole; evaluate the session.

Sample PST Competencies for Secondary Education

At the end of the Pre-Service Training, the Trainees will be able to

- Describe and discuss issues facing Botswana's Education system.
- Describe the ways in which the Trainee's assignment contributes to the development of the host country.
- Describe procedures for communicating with the Ministry of Education and school administrators.
- Develop strategies for resolving conflicts and developing positive working relationships with school headmasters/mistresses and colleagues.
- Evaluate their own teaching performance and the performance of fellow Trainees, and give constructive feedback on content, sequencing, pacing, and other lesson components.
- Develop an action plan for the first term.
- Assess their own teaching and skill development and develop personal goals for continuing professional development.
- Implement a variety of classroom teaching techniques such as lecture, question and answer, recitation and drill, small group work, brainstorming, games, and simulations.
- Write lesson plans with clear instructional objectives, using appropriate sequencing of activities and a variety of teaching methods appropriate to content, student level, learning styles, and the cultural context.
- Demonstrate effective classroom management behavior, including pacing, balance of activities, and appropriate discipline.
- Create or adapt appropriate resources and teaching aids, including providing legible and well-organized presentation of lessons on the blackboard.
- Assign written class work and homework; supervise the quality of that work by providing appropriate feedback to the students regarding the layout and content of that work and the problem-solving steps used.
- Discuss the content of the Junior Certificate and Cambridge Overseas School Certificate examinations and how they affect teaching and testing in Botswana. Discuss how they will affect the PCV's assignment.
- Design and administer tests, quizzes, oral reviews, and other assessment tools that effectively measure student achievement.
- Demonstrate collaboration skills for joint planning, group dynamics, and team-building with HCN colleagues.

Sample PST Competencies for TEFL

At the end of Pre-Service Training, the Trainees will be able to

- Compare and contrast English and the host-country language in terms of phonological and syntactic differences, and discuss the implications of these differences for teaching English in the host country.
- Give an overview of language teaching methodologies, including grammar/translation, audio-lingual, and communicative methods; competency-based and whole language teaching; and content-based English teaching.
- Demonstrate various teaching techniques and activities for developing speaking, listening, reading, and writing skills.
- Describe basic English structures and visually demonstrate English grammar patterns.
- Compare and contrast various language learning styles and strategies.
- Design lesson plans that incorporate motivational, informational, practice, and application activities to teach the four language skills and that address a variety of learning styles and strategies.
- Demonstrate effective strategies for correcting students' oral and written errors.
- Demonstrate techniques for adapting materials to develop communicative activities to supplement standardized texts.
- Develop appropriate language tests to assess learners' progress.
- Develop integrated theme-based units that demonstrate long-range planning skills.

Behavioral objectives

Behavioral objectives are used to break down competencies into target skills. They indicate the evidence that proves acquisition of the target competency. The development and use of behavioral objectives in PSTs can be illustrated through examples taken from the above competencies.

EXAMPLES—

Competency—Create pedagogical materials using local "found objects" and show others how to recognize and use these objects.

Behavioral objectives—

- **Define "found objects" and list ten local materials, natural, or manmade, that could fall into this category.**
- **List and describe five types of pedagogical materials appropriate to the assignment that can be made from found objects.**
- **Bring to the training session a minimum of three appropriate objects located in the vicinity of the training facility.**
- **Transform the objects in a manner that turns them into pedagogical materials usable with an early childhood curriculum.**
- **Explain and demonstrate creation and use of the materials.**
- **Guide others in creating similar materials and in practicing their use, providing appropriate feedback.**

Competency—Write lesson plans with clear instructional objectives, using appropriate sequencing of activities and a variety of teaching methods appropriate to content, student level, learning styles, and the cultural context.

Behavioral objectives—

- **List the components of a lesson plan and explain the role of each of those components in making the lesson effective.**
- **Define an instructional objective and give examples relevant to the content area.**
- **Describe the importance of pacing and variety in creating an effective lesson.**
- **Describe teaching methods appropriate to the subject matter and circumstances under which each is best used.**
- **Explain Kolb's theory of learning styles and list what types of learning experiences are most effective for each learning style. Discuss whether the local culture favors or forbids any particular style.**
- **Give the content for a lesson and a description of its intended audience. Prepare a lesson plan that contains all the necessary components and uses methods appropriate to both the content and audience.**

The Model School (Practice Teaching) component of PST

The Model School is a key component of PST for Education Volunteers who will be involved in classroom teaching. The Model School gives the Trainees an opportunity to experience being a teacher and to develop confidence. It gives the training staff an opportunity to provide feedback to the Trainees on their teaching, and for other Trainees to observe different teaching styles. Following are some guidelines for organizing the Model School.

Logistics

Work with the MOE centrally or with designated officials at the local level to identify a site for the school. The school should have sufficient classrooms, a resource/preparation room, a staff office, and access to duplication equipment or other resources as needed. A written agreement (which could be a letter confirming a conversation) should be negotiated with school authorities about payment for utilities, maintenance, and other costs associated with running the Model School. Normally the facility should be provided as part of the host-country contribution to the project, especially since students from the community will be receiving free instruction. Student supplies (pens, notebooks) are typically provided by Peace Corps.

Personnel

Director: It is best for the Director of the Model School to be a host-country teacher who is respected in the field of Education. The Director's job is to prepare publicity for the Model School, register students, administer school rules, oversee Trainees and supervisory teachers, and administer the closing ceremony. Specifically, this involves the following:

- *Publicity:* announcing location, courses/levels available, dates for registration, and dates of school itself.
- *Register students:* the Director will need guidelines concerning how many students per class, which classes should come at what time, etc. In addition, as Model Schools are typically quite popular with host countries, the Director's job may also involve turning away prospective students (although it is a good idea for Peace Corps to participate in registration and to be responsible for the decision to turn away specific students).

- *School rules:* policies of attendance, lateness, conduct, etc.
- *Oversee Trainees and supervisors:* observing classes as required under certain circumstances (problematic cases, etc.), dealing with teacher-student problems, and running staff meetings as needed.
- *Closing ceremony:* handing out certificates, etc.

Supervisory/resource teachers: Ideally, the teachers who observe and supervise Trainees during Model School are part of your overall training staff. Both experienced Volunteers and host-country teachers are good candidates for supervisory positions in Model School. In selecting these supervisors, it is best to hire only teachers you have observed teaching and whom you believe can provide good feedback to Trainees after minimal orientation (see next subsection, Training of Trainers [TOT]).

If observing teachers before hiring them is not feasible, hold a one-day recruitment workshop. Ask prospective supervisors to take turns teaching something to the rest of the group, followed by a role-play giving feedback to each other.

Training of Trainers (TOT)

Supervisory teachers should receive training shortly before Model School begins. The training of trainers should consist of sessions on project goals and objectives, observation and feedback skills, adult learning, lesson planning, overview of administrative responsibilities, professionalism, and cross-cultural considerations. It is key that the supervisory teachers receive adequate training in constructive feedback—both positive and negative. Cross-cultural considerations in this training may include cultures where it is considered rude or offensive to criticize, or where "feedback" is equated with criticism. It is a good idea to encourage supervisory teachers to present positive feedback before negative. Another effective tool is to let the student teacher offer a self-critique, again positive as well as negative, before receiving external feedback. Refer to the PATS Manual Training section for more information on TOT.

Scheduling

Length: Peace Corps posts vary in the length of time they devote to Model School. We recommend at least two weeks, with four weeks reported as ideal by some posts. Some Model Schools begin with a few days of microteaching skills, with only one or two classes invited for those days. The supervising teachers demonstrate techniques, and the Trainees practice in 15-minute segments as a way of easing them into the teaching experience.

Numbers: The number of classes in the Model School depends on the number of Trainees and the number of hours you want them to teach per week. Trainees' hours of teaching should increase as the Model School goes on. Class size should be similar to what Volunteers will encounter at their sites.

Observation

During the first days the Trainees are usually observed during every lesson. They often work in teams at the beginning, sharing the student contact hours. Establish an atmosphere in which the Trainees feel that observers are there to help them rather than to inspect them. If possible, videotape sessions and give the Trainees a checklist for self-assessment as they view themselves teaching.

You may wish to allow the Trainees to teach without being observed at the end of Model School, to let them see how it feels to be in front of a class on their own.

The Technical IST

The technical In-Service Training is an opportunity to enhance PST by further developing technical skills. Often host-country counterparts are included, providing opportunities for increasing collaboration and interaction. Normally the first technical IST is held after the PCVs have been at site for three to six months, and they are rarely held in the last six months before a group's COS (close of service).

Funding sources

Funding for ISTs should be sought well in advance, and built into each annual budget, according to the practices of each Peace Corps post. The HCA or a

collaborating agency may contribute as well. The local USAID Mission will sometimes fund counterpart participation. Funding may also be requested from the OTAPS Education Sector, and may be requested in the annual Project Status Reports (PSRs) or as the need arises. Keep in mind that the Education Sector has limited funds available and cannot fund all technically acceptable requests. Early, well-formulated requests followed up on with prompt responses to OTAPS inquiries stand the greatest chances of funding.

Needs assessment and design

Conduct a needs assessment at least a month before the IST, more if you are going to be requesting outside technical assistance. The purpose of the needs assessment is to identify participants' needs and expectations, which in turn help you to develop goals, objectives, and a training design for the IST. The following process can be used:

1. Review reports from Volunteers and your own site visit reports.

2. Meet with PCVs, supervisors, and counterparts, and observe them in action. Query them about their perceived technical needs. During observation, be alert to scenarios and critical incidents that might serve as the basis for discussion during the IST. Observe how closely Volunteers and their counterparts work together—is it a strength the IST can build on, or a problem the IST needs to address?

3. Distribute a needs assessment questionnaire to Volunteers and counterparts (see below for sample).

4. Identify competencies needed by Volunteers and counterparts and develop objectives for the IST.

5. Identify material and human resources for the IST, including Volunteers and counterparts who may be able to assist in the presentations at the IST and other host-country experts who might participate.

6. Prepare an announcement/invitation for Volunteers and counterparts. Announce the goals of the IST and ask participants to bring projects, problems, etc.

7. Develop a training design, stressing participatory activities relating to the actual situation.

8. Develop an evaluation instrument for feedback on the success of the IST.

Sample IST Needs Assessment Questionnaire for Classroom Teachers

Name: _____ COS Date: _____

School(s): _____

Subjects taught: _____ Level: _____

_____ Level: _____

What have been your greatest successes in teaching?

What are your greatest concerns at this time?

In what ways do you work together with other teachers?

Which of the following skills would you like an in-service workshop to address?

___ Lesson planning
___ Classroom management
___ Organizing group work or cooperative learning
___ Overcoming language barriers for non-English speakers
___ Using local resources
___ Using discovery/inquiry methods
___ Incorporating development content in the classroom/in outreach to the community
___ Improving my knowledge of subject matter
___ Working with counterparts
___ Discipline
___ Testing
___ Conducting teacher training
___ Non-formal Education techniques (working with adults, problem analysis, organization and planning, etc.)
___ Other:

Do you have any activities or strategies you would like to share with others during an in-service workshop? Please describe:

Illustrative Topics for Technical ISTs

- Elements of success and issues to address in the project.
- Introduction and practice of new teaching techniques, including cooperative learning
- The interrelationship of culture and Education, including the advantages and drawbacks of teaching in the accepted style vs. introducing alternative methodologies
- Designing workshops for counterparts or for community members
- Introduction of in-country resources for various components of the project
- Classroom management strategies and discipline techniques
- How to present content (health, environment, etc.) in simplified English; how to use TEFL skills in teaching any subject
- Developing students' questioning strategies and critical thinking/problem-solving skills
- Preparing students for national exams
- Creating appropriate assessment instruments
- Developing and using visual aids and other materials
- Teaching large, multilevel classes
- Self-evaluation techniques for educators
- NFE techniques for community outreach
- Working with parents

V. Evaluation

Evaluation of Education Projects

Special issues around evaluation of education projects

Each sector presents unique issues in project evaluation. Education projects face the following challenges.

Many Peace Corps Education projects date from before PATS; indeed, some date from the establishment of Peace Corps in 1961. Projects that functioned for up to 30 years before receiving a PATS project framework may not always lend themselves to a PGOMT as easily as a project that was originally designed with PATS in mind. It is especially important to work closely with the HCA in evaluating and adjusting such projects.

Projects that emphasize learning and changes in human behavior can be harder to evaluate than projects that mainly involve production or straight provision of services. Education projects tend to focus on learning and change more than those of other sectors. Counting trees planted or verifying profitability of businesses is easier than determining what is in people's hearts or heads. While Education projects do use objective indicators like exam results, curricula developed, or teachers trained, these may not tell the whole story. Are the trained teachers using what they learned in workshops? Are the new curricula being applied? Does Peace Corps intervention improve the percentage of students passing a national test, or do only the students taught by the PCVs fare better, at the expense of others?

Education projects deal with people who typically are among the most respected of individuals in the community and in the society as a whole—educators. It is doubly important to make sure that these individuals, at a national or local level, are brought into the project at an early stage. In this way, not only is their standing in the community preserved, but once they understand the potential benefits of the project they can contribute to the establishment of the means for implementation and evaluation. If, for example, a project plan for teacher training includes an evaluation plan that has been finalized with and agreed to by key representatives of the involved schools, the principals and teachers will more readily be involved in collecting and reporting the data necessary for determining project success.

Non-formal Education projects, though less-cited than formal projects throughout PC documentation, deserve the same level of scrutiny. The *NFE Manual* available through ICE is a good source of additional guidance.

Selecting Indicators for Education projects

Indicators are the measure of progress that tell us whether we are succeeding in producing the desired achievements or changes from implementation of our PGOMT. Following are examples of typical indicators used to report on achievement in Education projects and the sources that can be used to obtain data indicating achievement. When selecting indicators, remember that project goals reflect changes or impact for the ultimate beneficiaries, and that objectives and milestones reflect the products or services produced or their immediate effects on the targeted population (see pages 17–19 of this Supplement). Indicators should also reflect the assumptions made about results at each level of the PGOMT (see the discussion on assumptions below).

Typical Indicators

Here are some typical indicators used in Education projects.

Indicators	Sources for Data
Increased Access to Courses	
• # of schools offering courses • # of students taking courses	• MOE statistics • Volunteer site reports
Student Achievement	
• Test scores • Students using English at target levels • Students completing tasks/competencies	• MOE statistics • School reports • Student self-evaluations • Teacher observation of students • Portfolio evaluation
Teacher Improvement	
• Teachers using new methods • Teachers using new materials • Teachers communicating in English with increased self-confidence • Teachers using more English in English classes • Teachers using science labs	• Observation by Volunteers or supervisors • Teacher self-reports and self-assessment (pre- and post-evaluations) • Workshop participant evaluations • Portfolio evaluation
Increased Participation	
• Students participating in science fairs, English clubs, etc. • Teachers using resource centers	• School reports • Observation • Volunteer reports • Teacher self-reports
Materials Developed	
• Instructional units developed • Teachers' guides developed	• Project reports • Portfolio evaluation
Behavior Changes	
• Increased student participation through questions/answers in the classroom • Teachers/students able to discuss environmental issues and identify strategies for dealing with environmental problems	• Observation • Teacher reports • Volunteer reports • Student evaluations • Pre- and post-evaluation

Pitfalls to avoid in selecting indicators

Often the first indicator that comes to mind in relation to the success of an Education project is results on a test or exam scores. There may even be a certain pressure from the HCA to view these results as some sort of ultimate indicator of success. After all, tests seem to be natural indicators of Educational achievement and straightforward, objective means of monitoring student or teacher improvement. But consider carefully whether you want to use test scores to evaluate project progress. Using national, year-end, or PCV-prepared exam scores as the key indicator of Peace Corps project success under PATS has several pitfalls:

- *In many countries, only a predetermined number of students pass the national exams each year.* Those who pass the exams may be guaranteed entrance into the next grade or level of Education, so the pass score may be manipulated each year to control the number of students who pass. In this case no amount of improvement of teaching will lead to a higher pass rate.

- *Peace Corps should be careful in using an indicator that we have no control over.* Some national examinations are not reliable or valid indicators of student achievement, and we may not wish to judge our project's effectiveness according to an instrument which may be invalid.

- *In some countries Peace Corps PCVs are asked to develop a national test for this purpose.* Again, this has pitfalls if the PCVs are not testing experts, since test development is a science requiring careful consideration of which objectives are to be tested, how they are to be tested, and how results are to be reported. If a Peace-Corps-developed test is considered biased or invalid, it may have a negative impact not only on determining project success, but also on the students and on Peace Corps' very credibility in-country.

- *The understandable phenomenon of "teaching to the test" weakens any test's value as a true indicator of achievement, or of project progress.*

Fortunately, Peace Corps Education projects developed under PATS lend themselves to a variety of major indicators that go well beyond test results.

Data collection and periodic reporting for Education projects

Collecting baseline data

Much of the baseline data needed for evaluating your project, especially the information required on a national or overall basis, will probably have been collected during the project plan development process. Other information, especially the information pertaining directly to the specific regions or sites targeted by the project, will need to be gathered once the project is underway. PCVs, along with their counterparts and supervisors, can gather much of this information in the early stages of the project or the PCV "generation."

Care must be exercised, however, in determining what information it is appropriate for PCVs to obtain. In some cases, such as the analysis of local teaching skill levels, the PCV may not immediately be professionally equipped (or be so considered by local educators) to make judgments. In other cases, the information required, such as the local distribution of Educational resources, both human and material, may have political overtones.

To avoid problems, these issues can be brought to light and resolved during the project design process. This is another reason that the HCA must participate fully in the preparation of the evaluation plan. As a result of such discussions, some of the information may be provided by the HCA. To obtain other data, the APCD or a project outsider may be called on. Where the PCVs will be asked to gather such information, alone or with their counterparts, strict guidelines may be established and provided to them (e.g., an acceptable questionnaire regarding teacher and book distribution, an objectively oriented checklist of teacher methodology).

Periodic PCV Reports

PCV reporting periods for Education should be scheduled to conform as much as possible to the natural pauses in the PCV schedule. PCVs engaged in teaching or teacher training would logically submit a report at the end of a quarter, semester, or school term, once all data (e.g., test results) have been obtained and obligations such as grading completed.

This task will be facilitated by the use of a prepared reporting form geared to the information required. This form may be prepared by any combination of the APCD, the HCA, and the Trainees or PCVs, and may need to change over the

life of the project and/or of the PCV generation as the tasks and milestones change. Remember that accomplishment of tasks and progress towards milestones should be included in any report. Progress towards objectives and goals are appropriately reported at any time, but are not, strictly speaking, under the regular reporting responsibilities of the PCV.

See Section VI of the PATS Manual for examples of reporting forms geared to specific project needs.

Here is an example of a reporting schedule appropriate to PCV teachers, including PGOMT information, training-related information, and personal information.

Example Reporting Schedule

- **Shortly after arrival at site**
  - Baseline data on number of students, number of teachers, materials available or other quantitative data needed for future evaluation of PGOMT progress

- **At the end of the first semester**
  - Baseline data to document current practices in Education (such as host-country teachers' use of English, use of laboratories, amount of student-teacher interaction) or other issues that the project will address; report on task accomplishment and reporting of project milestones, as appropriate
  - Self-assessment of progress and work plan for the next semester
  - Review of PST and suggestions for improvement; IST needs assessment information
  - Project and personal support needs

- **Two months prior to the summer break (or other long break in the school year)**
  - Project proposal for activities during the break

- **At the end of the school year**
  - Project status report, self-assessment of progress, report on task accomplishment and progress towards project milestones
  - Project and personal support needs

- **After the long break**
  - Project report on activities during the break
  - Work plan for the next semester
  - Project and personal support needs

- **At the end of the first semester of the second year**
  - Self-assessment of progress, report on task accomplishment and progress towards project milestones (any observable progress towards objectives or goals), as appropriate
  - Work plan for the next semester
  - Project and personal support needs
  - Needs assessment for Close of Service (COS) conference
  - Letter to prospective Volunteers for the orientation packet

- **At the end of the second school year**
  - Self-assessment of progress, report on task accomplishment and progress towards project milestones (any observable progress towards objectives or goals), as appropriate
  - Close of Service report, including site evaluation and recommendations for the future

APCD response to PCV reports

Over the years, APCDs have found that Education PCVs are more highly motivated in their report writing when their reports are acknowledged. A summary report prepared by the APCD that shows overall PGOMT progress lets the PCV know that each report has been read and used, and helps the PCV to retain the vision of his or her work as part of an larger plan. This summary will also be helpful to the APCD in preparing for HCA meetings and in drafting PSRs.

The inclusion here of "helpful hints" submitted by individual PCVs in their reports provides personal recognition and additional motivation for both writing the project reports and reading the APCD response. These hints or ideas do not have to be strictly PGOMT-oriented. They might include model lessons, content-linked games or supplementary activities, classroom management tips (a big hit with secondary teachers), facilitation skills and exercises for training teachers or community members, advice on sources of free materials, tips on using community resources. . . whatever fellow PCVs or counterparts may find interesting or helpful.

The formal evaluation of an Education project

Formal project evaluations are typically scheduled to review progress and assumptions at all levels of the PGOMT, to examine any problems or special issues related to the project, and to make decisions about the project's future (extension, phase-out, or even termination). In examining the PGOMT, periodic reports mainly describe progress on meeting tasks and milestones, while the evaluation answers questions about whether the assumptions made at the time of project design were valid and if the products and services produced have actually led to changes at the beneficiary level.

Every project operates on assumptions. Whether made consciously or not, these assumptions are based on the best information available at the time of project design. Sometimes an assumption is the victim of changing circumstances; in other cases it was never more than a hope or a promise. Whatever reasons an assumption does not bear out, minor or major problems in project implementation are likely to result. Sometimes the flaws in these assumptions are already evident in the problems existing at the time of the evaluation. In other cases articulation and examination of hidden assumptions at the time of the evaluation may permit project redesign, thus heading off development of the problem. In Education projects, critical initial assumptions that need to be examined at the time of evaluation might include:

- Counterpart teachers will actually be provided.
- Teachers are motivated to attend in-service training if available.
- The MOE is willing to distribute and promote a new curriculum once developed.
- The MOE will create more budgeted positions for HCN teachers.
- The MOE will institute a merit pay system to motivate teacher achievement.
- Employers are willing to hire graduates of job training programs.
- Parents are prepared to participate in their child's learning process.
- Institution staffs (schools, universities, orphanages, etc.) can and want to develop new skills through modeling by PCV colleagues and counterparts.
- Home visits for Early Childhood or Special Education PCVs will be accepted by an adequate number of the target population.
- PVOs are actually functioning organizations, committed to carrying out their stated mandates.
- Experienced teachers, despite their lack of formal training, will be open to advice from PCVs.
- HCN students at teacher training institutions, on completion of their studies, will be willing to take over PCV slots at village schools.

It is a good idea to specify in the evaluation Statement of Work (SOW) all known assumptions to be examined.

The formal evaluation is also the time to fully examine changes in the beneficiaries and to attempt to verify the extent to which they result from PGOMT implementation or from lower-level changes produced by the PGOMT. You will want try to determine, for example—

- If teachers are actually using the new methods and materials from in-service training workshops and, more importantly, if student participation and achievement are rising as a result of the teachers' new approaches.

- If community Education on the potential of the physically or mentally challenged population has resulted in a higher-level of their inclusion in community activities.
- If parents of preschoolers are actually using play as a learning device with their children, and if those children perform higher in first grade than peers.
- If the integration of environmental content into the schools' English, math, and science curriculum has resulted in student-initiated extracurricular activities dedicated to improving the environment.
- If PVOs are actually raising more funds and making sounder decisions on their application.

Because Peace Corps projects are part of a collaborative effort that may include other projects or services, it may not always be possible to determine the extent to which the project PGOMT is a source or the sole source of the desired changes. Further, assistance efforts are not the only influence on the beneficiaries. For example, parents may indeed participate in their children's learning, but if the children are hungry because of a drought that year they will not achieve in school despite the added assistance. Or teachers may indeed enjoy developing new materials and skills at a workshop, but may become de-motivated when they are not paid for several months. Students may improve their skills because of improved teaching, but if achievement is measured by a national test with its own agenda, these improvements may not be formally recognized. In each of these cases the project elements may have been perfectly implemented, but the desired changes have not occurred (or been proven to occur) because outside forces intervened. Whenever possible, these forces and the consequences on project success need to be discovered and factored in to decisions about the project's future.

Project assumptions apply to relationships among levels of the PGOMT as well. The project plan assumes that completion of all tasks related to a milestone will result in achievement of the milestone, that completion of the related milestones will result in attaining the objective, and so on. If the completion of one level does not lead to the desired changes, and no outside forces appear to have been at work, the project design may have made faulty assumptions about what intervention was necessary to produce the change.

Requesting OTAPS/Education assistance for evaluations

Requests for financial assistance should be made as part of the PSR process whenever possible, and followed up with a detailed request 90 days before the planned evaluation. Keep in mind that the competition for the limited funds available is keen, so time is of the essence when requesting funding. If an OTAPS-selected outside evaluator is requested (whether or not funded by OTAPS), the specific requirements for the consultant should be sent earlier than the 90-day limit to permit a thorough search for the best candidate as well as completion of the multiple steps involved in the contracting process.

When considering what qualifications to request, keep in mind the most important issues (questions, problems) to be addressed in the evaluation. Do you *really* need a content expert (TEFL, math, special Education), or do the issues involved require the services of an expert in teacher training, a project design expert (for PGOMT first-aid) a process specialist (for resolving problems in relations with the HCA), or an individual with some other type of expertise? Do the issues concerned truly require extensive knowledge of the host-country environment? What foreign language skills, if any, are critical to success of the evaluation? Most consultants will combine several of the above skills, but few will possess all. When you combine the project needs with language skills or cross-cultural needs, some compromises will probably be required. Decide in advance where you can afford to compromise.

Documenting the project evaluation process

Section VI of the PATS Manual contains the formats to be used for project evaluation SOWs and evaluation reports.